

**UNIVERSIY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Donovan **Lesson #:1 Facet:** Empathy and Perspective  
**Grade Level:**8 **Numbers of Days:**3-4  
**Topic:**Diversity and Culture of the Classical Civilizations  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
historical aspects of unity and diversity in the classical civilizations effect the world today. **(Where)** This will help students be more aware of unity and diversity in their everyday lives.  
**Student will know**  
Religion and philosophy, Caste System, Sanskrit, Qin Dynasty, Upanishads, Han Dynasties, The Roman Empire, Confucius, Upanishads, Hinduism  
**Student will be able to :**  
Compare and contrast classical cultures to their own and imagine what it is like to live in a culture other than their own  
**Product:**  
Blog and Google Docs  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.  
**Rationale:**  
In this lesson I am addressing diversity of culture in the classical civilizations' cultures and comparing and contrasting them to the traditions and cultures in Maine.  
**Assessments**  
**Pre-Assessment: (Lesson 1 only)**  
I will create a survey with questions about diversity, war, inventions and important events in the classical civilizations**.**  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
With One Question One Comment after class the teacher will have students write on a note card a question they have about the content we have gone over and a comment or answer on something that they have learned. With Every Pupil Response the teacher will ask a question in class that students can answer such as how many are finished their graphic organizers.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will give feedback by participating in blog postings and commenting in the discussion of their peers' blogs.The teacher give feedback by using a checklist or rubric and give feedback on student's graphic organizers to give them feedback on their work.  
**Summative (Assessment of Learning):**  
Students will create two different products.  
Students will create a **blog** that will have a topic for the four days that we are on this lesson. Students must write about the topic in the point of view of a citizen in one of the Classical Civilizations. Their peers will then comment on the blog that was created. Each student must pick two blogs to reply to a day.  
Students will create a **google doc** which will compare or contrast the views of today society. Students will then read the opposing views in front of class and convince the class which point of view is more convincing.  
**Integration**  
**Technology (SAMR):**  
My Google Docs will be at Modification on the SAMR model because students will be able to interact with their group members to come up with a final product of comparing an important event in the classical civilizations with an important even going on today. My Blog is at the Augmentation level because students will be able to go onto their classmates blogs to comment on their thoughts of a certain civilization culture.  
  
**English:** Students are using creative writing skills to imagine themselves in one of the classical civilizations and are also using persuasive writing in the google docs about how an event today is compared or contrasted to an event during the classical civilization period.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use the Fact and Opinion graphic organizer to relate themselves to the different topics of diversity and unity in the classic civilizations. One Stray will be used to guide students in brainstorming types of diversity that are around today, this will allow them to share ideas with different peers.  
  
**Section II – Groups and Roles for Product**  
Blog-Students will individually write a blog throughout the unit but start in the first lesson about things they have discovered in the Classical Civilization of their Choice. Their role in this Project is to be a time traveler and to report back what they have experienced in the classical civilization that they visited. The role of the students commenting on the blog would be interested citizens of the present asking the time traveler questions about what they have discovered.  
Google Docs- Students will pair up to come up with a persuasive essay topic on events of the classical civilizations that connect to events in the present day. Individually they will write opposing sides for an essay and will then present in pairs to the class their essay and see which one will persuade the class.  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logical:** Students are comparing the culture of one of the classical civilizations to the culture that they have today.  
**Verbal:** In pairs students will collaborate on Google Docs to write a report to compare an interesting event in the classical civilizations compared to an event that is going on in the world today.  
**Visual:** Showing pictures of the different dress, food, houses, and other aspects of the culture from the time period.  
**Musical:** The teacher will use music from the time periods of the different classical civilizations  
**Intrapersonal:**Students will work on their blog and will reflect on what it is like to live in a classical civilization on their own.  
**Interpersonal:** Students will work on their blog and will reflect on what it is like to live in a classical civilization on their own.  
**Kinesthetic:**Students are participating in a scavenger hunt to discover diversity in their own class room.  
**Naturalist:** Students will research a civilization for their blog which will include what it is like tho live in that environment.  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
If students are absent on any day during this lesson students must get the graphic organizer from the absent box in the room. Students can work on blog entries outside of class and can see the topic posted on the class wiki. If students are not in class during the time that the Google Docs project is assigned they will be grouped with another classmate on the day they come back and will be filled in on what to do on the project by the teacher and the peer that was assigned to work with that student. Due dates may be subject to change if students communicate with the teacher.  
**Extensions**  
  
**Technology (SAMR): Gifted Students**  
Blog: Find Some outside Readers to comment on your blog postings and pick one of those responses to respond to.  
Google Doc: Publish your work on a website with your partner and see if you can persuade outside readers.  
  
  
  
**Materials, Resources and Technology**  
*List all the items you need for the lesson.*  
Handouts: Graphic Organizer Rubric, Checklists  
Laptops or computer time  
Pencils  
Diversity Scavenger Hunt Worksheet  
  
**Source for Lesson Plan and Research**  
**The Roman Empire**: <http://www.roman-empire.net/index.html>  
**Hinduism and the Caste System**: <http://philosophy.lander.edu/oriental/caste.html>  
**The Qin Dynasty**: <http://china.mrdonn.org/qin.html>  
**The Han Dynasty**: <http://www.chinahighlights.com/travelguide/china-history/the-han-dynasty.htm>  
**Diversity Scavenger Hunt**: <http://www.crmlearning.com/blog/index.php/2011/09/diversity-scavenger-hunt-free-activity/>  
**One Stray**:<http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf>  
**Fact and opinion**: <http://www.enchantedlearning.com/graphicorganizers/fact/>  
**Choral response and one question one comment**: <http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf>  
**Time line of the Classical Civilizations**:  
<https://www.preceden.com/timelines/1336-classical-civilizations>  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
**Classroom Arrangement**  
For this lesson Students desks will be pushed together in groups of four so it is easier to have group discussions about their fact and opinion worksheets. This will also be ideal for when students are carrying out the One Stray activity because it will allow for students move from each station with no difficulty. The teacher's desk will be at the front of the room to observe the students from a good vantage point in the classroom. Students will easily also be able to see the teacher and will know that the teacher is always there for help if she is not working the room to help individual groups.  
  
**Agenda**  
Day1: **Pre-Assessment**- Students will take a survey about the various classical civilizations and what they think diversity is. (15 minutes)  
**Diversity Scavenger Hunt**. - Allow Students to complete the work sheet by roaming around the room and finding a peer who fits the answers on the worksheet. (10 Minutes)  
**Class discussion and instruction on Hinduism and the Caste System in India**.- Have Students read about the caste system on the link that is posted on the class website. Have the students discuss with you in class what they read.(30 minutes)  
**Use one question one comment after content is presented.**- Students will write these on a note card and hand into the substitute which will give them to me to be answered later when I come back. (5 minutes)  
**Students will write on their fact and Opinion worksheets.**- Hand out the fact and opinion worksheets and have students work on their own at first. They must come up with some facts and opinions about the reading.(5 minutes)  
**Split up into groups to discuss their fact and opinion worksheets.(One Stray)**- Get students into groups and talk about their answers and have them compare with other groups as well. (5 minutes)  
**Briefly go over blog set up**- Tell them their homework assignment and walk them through blogger to create their own blogging account. (10 minutes)  
**Assignment for the next day**: Create your blog and explore the different gadgets in your blog account. Include an entry that puts you in the perspective of someone in the caste system. Comment on two other peers' blogs.  
  
Day2: **Review the Caste System/ go over any questions or misconceptions. (Use all student response during this exercise)**-Have students write down any other questions they may have about the Caste System. (20 minutes)  
**Class discussion and instruction on the Han Dynasty**.- Students will read about the Han Dynasty the website will be posted on the class page. (30 minutes)  
**Add to your fact and opinion worksheet**.- Have students add to the fact and opinion work sheet about the Han dynasty. (5 minutes)  
**Split Up in to groups to discuss worksheets. (One Stray)**- Let students compare their Han Dynasty notes in groups that were mentioned in previous day.(15 minutes)  
**Go over google doc project (research time in class)**- Let the students explore google drive and have them research an interesting event during the classical civilization time period. (10 minutes)  
**HW for the next day**: Create your blog and include an entry that puts you in the perspective of someone in the Han Dynasty. Comment on two other peers' blogs. Be working on your google doc project.  
  
Day3: **Review the Han Dynasty and go over any questions or misconceptions**. (Use all Student Response)- Give students index cards to write their questions on and I will give the answers in the next class. (20 minutes)  
**Class discussion and instruction on the Qin Dynasty and the Roman Empire**- Students will read a piece on both the Roman Empire and the Ming Dynasty.(30 minutes)  
**Add to fact and opinion list**- have students once again add to their fact and opinion list.(10 minutes)  
**Split up in groups to compare fact and opinion lists (One Stray)**- have them split up one more time into groups to discuss.(15 minutes)  
**Go over the assignment for tomorrow** (15 minutes)  
**HW for the next day**: Create your blog and include an entry that puts you in the perspective of someone in the Qin Dynasty. Comment on two other peers' blogs. Have your Google Doc Finished and ready to present, use your fact and opinion worksheets to help you write the paper.  
  
Day 4: **Review Roman Empire and the Qin Dynasty go over any questions**.- Have students write their questions on note cards and collect them to be submitted to me.(20 minutes)  
**Presentation Day!!**- Have students give a 3-5 minute presentation on their google Docs assignment. (40 minutes)  
**Introduce the next lesson** (20 minutes)  
**HW for the next class**: Wrap up your blog entries with a post for the Roman Empire. Be sure to comment on two classmates' blogs.  
**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
Students will understand that historical aspects of unity and diversity in the classical civilizations effect the world today. This will help students be more aware of unity and diversity in their everyday lives. *Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans*. The Pre-Assessment for the unit is a survey that asks students about the various cultures, wars, and inventions of ancient China, India, and the Mediterranean. Students will be able to compare their pre- assessment with what they have learned and connect it to their post assessment. The only people that will see the results of their pre- assessment is the teacher and the student. The teacher will use this to gauge what she needs to go over with all of her students. I will hook my students into the lesson by using a [diversity scavenger hunt](http://www.crmlearning.com/blog/index.php/2011/09/diversity-scavenger-hunt-free-activity/) where they can see that their own classroom community has diversity just like all parts of the world. I will instruct students to complete the work sheet by roaming around the room and finding a peer who fits the answers on the worksheet. The teacher will be walking around the room as well and help others find fellow peers that fit their answers. This will also serve as a great way for the teacher to get to know her students. The teacher will play music from the classical civilizations during this activity. After students are finished the activity and seated we (the teacher and students) will discuss the activity and head into the lecture about diversity. Students will then set up a blogger account and have time to explore different gadgets in the blog account. Students will then be able to use their blog for homework assignments to empathize with people from each time period that the teacher will assign.  
**Where, Why , What, Hook Tailors:** L*inguistic, Interapersonal, Interpersonal, Kinesthetic, Visual/Spatial, Musical*  
  
Students will know how religion and philosophy contribute to diversity by learning about the [Caste System and Hinduism](http://philosophy.lander.edu/oriental/caste.html), Students will also know how to make connections between different cultures. They will also know how to see the diversity and culture by studying the [Han](http://www.chinahighlights.com/travelguide/china-history/the-han-dynasty.htm) and [Qin](http://china.mrdonn.org/qin.html) Dynasties as well as the [Roman Empire](http://www.roman-empire.net/republic/earlyrep-index.html) (See Content Notes). The [graphic organizer](http://www.enchantedlearning.com/graphicorganizers/fact/) (Fact and opinion) and [cooperative play](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) (One Stray) will be used throughout the whole lesson to gather information and get feedback from peers on their information. This will also help them sort out what is important during the lesson and how to connect the lesson to their own lives by using the opinion portion of the graphic organizer. Students will write facts about each of the topics during the lesson and come up with opinions about that fact such as what they think it would be like live with that civilizations culture during that time period. During the learning process I will check understanding by using [choral response and one question one comment](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf). This will be conducted every day during or at the end of class. Choral response will be used during the class discussion parts of the class as well as the review at the beginning of each day about the previous information learned the day before. Also after the class discussion students will write a question and a comment about the lesson to give the teacher feed back about how the lesson was taught as well as letting the teacher know what she needs to go over again during the review the next day.These note cards will be for the teacher's eyes only.   
**Equip, Explore, Rethink, Tailors:** *Intrapersonal, Interpersonal, Visual/ Spatial, Linguistic, and Kinesthetic.*  
  
  
Students will be able to make a google doc that emphasizes a certain view point during a classical civilization time period. Students will also be assigned to make a blog that will be used throughout the whole lesson. To include a tutorial for the digital project I will set up some time during the lesson to get familiar with google drive as well as give them time to research their project. Students will show their experience by creating a google doc that has a point of view and has a partner that argues the other point of view while trying to convince the class of who has a better argument. The teacher will group students in pairs for this project. This is essentially an individual project in the sense that each student needs to write a paper they are just partnering up to gather ideas. There will be both teacher and peer feedback they will be assessed by having a checklist that students will turn in after each presentation that will help the teacher determine her feedback. During the first class the teacher will give students a short tutorial on making a blog. After each day the students will receive a topic that they must write about through their perspective. The teacher as well as their peers will see their blog. Peers will pick two of their class mate’s blogs to comment on and this will serve as the peer feedback for students. The teacher will also read all of the blogs and give feedback through the comments section, Students will also have the chance to rethink, revise, and refine their blog posts according to the feedback that their peers have given them.  
**Experience, Revise, Refine, Tailors:** Linguistic, Interpersonal, Intrapersonal, Naturalist  
  
The teacher will score the product by using a check list of what the content includes as well as creativity and how convincing the paper is (google doc). The teacher will also give feedback through the review period during the beginning of each class. The teacher will address the students’ questions from their index card questions. Lastly the teacher will give feedback throughout the blogging process. Each assignment will be given feedback within one or two days after the assignment is given. This connects to future lessons because it gives an overview of the people, places and vocabulary that the students will be learning about and can always connect each lesson to diversity, war and inventions in some way.  
**Evaluate, Tailors:** Spatial, Interpersonal, Intrapersonal.  
**Teacher Content Notes**  
Students will know…..  
  
Religion and philosophy, Caste System, Sanskrit, Qin Dynasty, Upanishads, Han Dynasties, The Roman Empire, Hinduism  
  
*Develop detailed content notes so a substitute or a colleague can teach your lesson. (1-2pages)*  
**Religion and Philosophy:** Religion and Philosophy are both beliefs that connect to how the world works and also can be spiritual answers about questions in life**.** This is one of the big things that cultures revolve around. Many cultures have different beliefs and different ways they run their government and the ways of life. A lot of these beliefs are driven from stories in religion and philosophy.  
**Hinduism and the Caste System:** The Indian culture has four groupings of social statuses. This system of social groupings is called the Caste system and is connected to Hinduism. It is believed that the Aryans began the caste system along with Hinduism in the year 2000 B.C. The levels of the caste system are Brahmin, Kshatriyas, Vaisyas, and Shudras. The Brahmins are the highest social standing in the caste system. This caste consists of teachers, priests and religious leaders; these people tend to be the caste that is the most educated and has the most luxuries. The next highest caste is the Kshatriyas which are the warriors, politicians and police. Next is the Vaisyas which are the farmers and merchants that supply all of the material goods to the upper level, this is comparable to the working class in our society. Lastly are the Shudras which are the unskilled laborers. People in this class are considered the hard laborers and are assigned the jobs that all of the other classes do not want to do. This caste system is all based on the Hindu belief that people can be reincarnated. Reincarnation happens to the soul when they have reached their full duty in life in their caste system. Souls are also judged on if the have good Karma or bad Karma which will determine which caste they are put into in the next life. If they have good Karma and have fulfilled their duty then the soul will be granted permission to move onto the next caste in the next life. Something similar happens to souls with bad Karma, however they will be demoted a caste.  
**Han Dynasty:** The Han Dynasty was known for having a culture that revolved around education such as math, science and technology. It is believed that the Han Dynasty in the west was responsible for coming up with the Pythagorean theorem. The Han Dynasty called this theorem the Gougu Theorum. The Han Dynasty did not have a religion but they did have schools of thought or different types of philosophies. These two schools of thought were Confucianism and Daoism . Daoism is a mixture of religion and philosophy. This school of thought also allows their followers to pick which things they believe in for religion and which things don't quite fit what they believe in. Confucianism was also budding during the end of the Han Dynasty which was also mixed with Legalism. Legalism is a strict belief that if you follow the laws you are doing right. However there are no gods this is just a philosophy that kept the law as the salvation of people and if people followed these laws they were the good people. This was regardless of if the laws were not the most moral.  
**Qin Dynasty:** This culture was based mostly on legalism which emphasizes that all people are bad. The emperor was very controlling because he thought that people would never follow the rules and were always bad. He thought that people would hurt each other just because they did what they wanted to do. Qin set up a bureaucracy so he could control his empire and split it up into thirty six provinces and each one had two government official. He then made other government officials rule smaller parts of the provinces and each government official had to check in with each other to make sure nothing crooked was going on. Nobles were no longer important in this empire because the emperor did not want to be overthrown in case the people were unhappy with him. He also took power away from the teachers and scholars and burned books that he thought people should not use. He also gave jobs to the peasants and created public works for his kingdom. These jobs were growing food or silk for everyone. People who did not do their job were put to death. Unity was created throughout this culture because everyone was expected to follow the same rules. He also improved his kingdom by building bridges, roads or flood canals. The punishment system was very harsh for every one if Emperor Qin thought anyone was lazy and was not doing their work to help the whole kingdom advance they would be put to death or sent to work on the Great Wall.  
**Roman Empire:** The Roman Empire had the religion of Poly theism which means that they worshiped many gods some of these Gods were adopted from the Greek and Italian cultures. Some of the Gods and Goddesses were widely known however some were not even familiar to people after generations of having a festival with no stories. During this time many of the festivals started with a sacrifice to ask for blessings from the Gods. The Romans had religious festivals every month. Some of their festivals included chariot races. Many of the festivals lasted for a week. One Religion that was becoming popular during 60 AD was Christianity. Romans did not like this religion and thought it was very dangerous for its people to be around. Because of this Romans later began to persecute the Christians because they did not believe in the Roman Gods and did not think of the Emperor as the authority figure. In the city of Rome the center of the city was the Forum, this held all of the political meetings of the city as well as had a place for all of the merchants and was the center of the economy in Rome. People were only nobles as they earned it for themselves. It typically did not matter if the family was part of the Nobles in the past, nobility could be taken away as fast as it was given. Everyone had to earn their own nobility they could not simply ride on the coat tails of their relatives and ancestors.  
**Handouts**  
Pre- Assessment Survey  
Fact and Opinion Graphic organizer  
Diversity scavenger hunt  
Extra Readings  
  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** The teacher will post on the class what is going to be done during the day and give a list of assignments that are to be completed for that lesson in order to allow the clipboard learners to be comfortable and work ahead to get their homework and other assignments done if they choose to do so.  
  
  
***Microscope:***Microscope learners will learn better the content exploring the material through their own eyes. Links will be posted to allow Microscope learners to read more in depth about what our lessons are on. Microscope learners will also be able to explain their information through their own eyes through their blog assignments.  
  
  
***Puppy:*** Puppies are more comfortable when they are in a safe and familiar learning environment. Students will be put into groups of four throughout the course of the lesson where they are able to learn from their peers and feel supported while they are learning.  
  
  
***Beach Ball:***Beach balls will have the choice of what topics to write about during their blog and google docs assignments.  
  
  
***Rationale:***The lesson is set up so everyone will be comfortable in the classroom while also getting them out of their comfort zones as well. Students need a balance of challenging and comfortable work.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
***Formative:***  
With One Question One Comment after class the teacher will have students write on a note card a question they have about the content we have gone over and a comment or answer on something that they have learned. With Every Pupil Response the teacher will ask a question in class that students can answer such as how many are finished their graphic organizers.  
  
  
***Summative:***  
Students will create two different products.  
Students will create a **blog** that will have a topic for the four days that we are on this lesson. Students must write about the topic in the point of view of a citizen in one of the Classical Civilizations. Their peers will then comment on the blog that was created. Each student must pick two blogs to reply to a day.  
Students will create a **google doc** which will compare or contrast the views of today society. Students will then read the opposing views in front of class and convince the class which point of view is more convincing.  
  
  
***Rationale:***Students will still be learning while they are performing a variety of assessments. Students will also be able to remember the information from these assessment activities compared to a standardized test.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Students will know how religion and philosophy contribute to diversity by learning about the [Caste System and Hinduism](http://philosophy.lander.edu/oriental/caste.html), Students will also know how to make connections between different cultures. They will also know how to see the diversity and culture by studying the [Han](http://www.chinahighlights.com/travelguide/china-history/the-han-dynasty.htm) and [Qin](http://china.mrdonn.org/qin.html) Dynasties as well as the [Roman Empire](http://www.roman-empire.net/republic/earlyrep-index.html) (See Content Notes).  
  
  
***MLR or CCSS or NGSS:****MLR****:*** *Students will understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans*.  
  
  
***Facet:*** Empathy and Perspective  
  
***Rationale:***Students will be able to empathize with events in the past and will realize that history is not so different from the events that are happening today. Empathy and perspective is best taught when students can see how historical people actually lived.  
  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Logical:** Students are comparing the culture of one of the classical civilizations to the culture that they have today.  
**Verbal:** In pairs students will collaborate on Google Docs to write a report to compare an interesting event in the classical civilizations compared to an event that is going on in the world today.  
**Visual:** Showing pictures of the different dress, food, houses, and other aspects of the culture from the time period.  
**Musical:** The teacher will use music from the time periods of the different classical civilizations  
**Intrapersonal:**Students will work on their blog and will reflect on what it is like to live in a classical civilization on their own.  
**Interpersonal:** Students will work on their blog and will reflect on what it is like to live in a classical civilization on their own.  
**Kinesthetic:**Students are participating in a scavenger hunt to discover diversity in their own class room.  
**Naturalist:** Students will research a civilization for their blog which will include what it is like to live in that environment.  
  
***SAMR:***  
Blog: Find Some Outside Readers to comment on your blog postings and pick one of those responses to respond to.  
Google Doc: Publish your work on a website with your partner and see if you can persuade outside readers.  
***Rationale:***These demonstrate that all learning styles and types will be challenged as well as supported.  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
which ones and why  
***Rationale:*** I met these three standards because they are comparing the cultures of the classical civilizations to today's culture, They are using collaborative reflection by using the google docs and the blogs to share what they have learned of the diversity of each culture. Collaborative knowledge is also being met by the google doc project which allows the two opposing views to gather and synthesize their information together. (See teaching and Learning Sequence)  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
**which ones and why**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** Students will be able to research and write about a classical civilization through the blog and google docs. (see Teaching and Learning Sequence)